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| --- | --- | --- | --- | --- |
| SUMMER WEEK 1 | | | | |
| Best Practices, Building Community & Strength based practices | Readings &  Research | Technology  Tools | Reflection  Openings, Closings & Written | Course(s) |
| * Comfort level charts * Name tag exercise * Hula hoop energizer * Advisory group formation | * Laptop learning community philosophy & framework * 5 strands | * Complete online technology survey about your skill level and needs | * W-write down questions or anxieties you have on a 3x5 card-no names; collect * O-introduce yourself: name, school, what you teach | 527 Internet for Teachers  607 Learner Centered Leadership |
| * Different types of thinking: 6 Hats-assign reading & 1 color hat; present visual summary of hat | * Edward DeBono: 6 Thinking Hats | * File management & structure * Complete competency form * Set up gmail account * Log on to class wiki | * W- What is your dominant thinking hat? How can other hats help you with your thinking? * C-How did things go today? How are you feeling? | 527 Internet for Teachers  603 Bringing About Change 1  607 Learner Centered Leadership |
| DAY 2 |  |  |  |  |
| * Comfort chart – repeat with a different color star * Advisory: select calendar dates; sign up energizers, snacks |  |  | * O-Explain how your artifact represents you. | 607 Learner Centered Leadership |
| * 6 Hat problem solving * What are the uses of 6 hat thinking? How does it apply to class? Work? * Energizer: Find the number pattern-share books | * Edward DeBono: 6 Thinking Hats * Carl Olson Energizer books | * Keep an ongoing journal of your 14 month journey – be a reflective practitioner | * W- How might you use 6 hat thinking in your classes? With colleagues? | 603 Bringing About Change 1  607 Learner Centered Leadership |
| * Advisory: discuss/ report 4 main points selected by group; demonstrate the stages of community via skit or music | * Scott Peck: The Genesis of Community, chapter 4 from A Road Less Traveled * Chapter 5 - Stages of Community | * Article on wiki | * W- Describe when you have seen elements of the 4 stages in your community, school or family. What stage is your school community in? | 527 Internet for Teachers  603 Bringing About Change 1  607 Learner Centered Leadership |
| * Multiple Intelligences * 6 essential questions * 6 basic ingredients * MI energizer * Walk/talk about what you’ve learned about yourself via MI | * Articles by Howard Gardner, Thomas Armstrong   <http://www.edutopia.org/>  multiple-intelligences-introduction  [http://www.thomasarmstrong](http://www.thomasarmstrong . com/)  [. com/](http://www.thomasarmstrong . com/)articles/7\_ways.php  <http://www.thomasarmstrong>  .com/articles/  ADHD\_Demise\_of\_Play.php | * Take online multiple intelligence survey * Find, adopt or create an age appropriate survey for your students with a google survey form | * W- list many, varied and unusual ways to use online surveys or MI in classroom. * C-Describe & analyze your aha moment with multiple intelligences | 527 Internet for Teachers  605 Meeting Special Needs 1  635 Curriculum & Instruction |
| DAY 3 |  |  |  |  |
| * Comfort chart-repeat with a 3rd color star |  |  | * O-Share what you learned about yourself as a learner and teacher via multiple intellig. | 607 Learner Centered Leadership |
| * Group presentations on MI readings using an intelligence of choice | * Miscellaneous articles on MI | * Highlight products & assessments lists electronically | * W-As a teacher what intelligences do you use regularly? Which are weak? How does this match your personal profile? How does it match for your students? How do you know? | 605 Meeting Special Needs 1  635 Curriculum & Instruction |
| * Constructivist classrooms * Work-alike: read selections & create a visual of 3 key points to share * Design the world’s best constructivist lesson – use 5 principles of constructivism | * Brooks: In Search of Understanding: Case for Constructivist Classrooms, Other constructivist articles   <http://asimov.coehs.uwosh>  .edu/~cramer/casestudy1/  Concepts/Constructivist.html  <http://www.ncrel.org/sdrs/areas/>  issues/methods/assment/as7const.htm |  | * C-how will you use your strengths and/or constructivism in your teaching? | 605 Meeting Special Needs 1  635 Curriculum & Instruction |
| * Walk/talk with someone new & discuss article | * The Zen of Facilitation   <http://www.coloradocfg>  .org/document/  the%20zen%20of%20  facilitation-NSDC%20journal.pdf | * Create a Venn diagram c/c facilitation & training | * W-When do you use training and/or facilitation in the classroom? | 527 Internet for Teachers  635 Curriculum & Instruction  607 Learner Centered Leadership |
| DAY 4 |  |  |  |  |
| * Comfort chart – repeat with a 4th color star * Energizer-double tap circle |  |  | * O-Share your impressions of technical colleges and what you think they do, who they serve, etc. | 603 Bringing About Change 1  607 Learner Centered Leadership |
| * Visit to technical college * Discuss skills, knowledge, dispositions students need to be successful |  | * Email thanks to hosts | * C-How might you reduce bias among students & staff about technical programs? * What did you learn about the technical system that surprised you? How will you use your new thinking? | 607 Learner Centered Leadership |
| * Advisory : MI articles and group presentations in MI formats | * Articles by Armtstrong or others |  |  | 635 Curriculum & Instruction |
| * Popcorn discussion of video- each comment builds on previous one |  | * View “Shift Happens” or latest version of “Did You Know?” | * W-How will you begin to merge technology into your best teaching practices? | 527 Internet for Teachers  603 Bringing About Change 1 |
| DAY 5 |  |  |  |  |
| * Comfort chart- repeat with final color star and discuss pattern that has emerged over the week…shift to discussion about how this is a form of “data” |  |  | * O-What does the data collected on the comfort chart tell us about ourselves & the development of a community? | 523 Practical Research 1  607 Learner Centered Leadership |
| * Multiple Intelligences and constructivist learning – continue discussion or activities as needed |  |  | * Journal on MI, constructivist ideas for the classroom that you can try the first week of school | 635 Curriculum & Instruction |
| * Inner/outer circle processing * Energizer-sequenced ball toss | * Ruby Payne: chapter 4 – The Characteristics of Generational Poverty   <http://www.yale.edu/>  21c/arkansas/pdf/payne\_ch4.pdf |  | * W-How did inner/outer processing work and how might you use it in class? | 603 Bringing About Change 1 |
| * Legacy exercise – take inventory & write your own eulogy – what do you want people to say about you? |  | * View “The Dash” | * W-What are you doing to achieve your legacy goals? What gets in the way? * C- what new/important messages to you have to share with students about learning? | 607 Learner Centered Leadership  523 Practical Research 1  603 Bringing About Change 1 |
| SUMMER WEEK 2 | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| * Poverty simulation * Gallery walk of masters projects |  |  |  | 607 Learner Centered Leadership 523 Practical Research 1 |
| DAY 2 |  |  |  |  |
| * Whole group discussion of poverty simulation: lessons learned, feelings evoked; how can simulations be used as a learning tool? * District groups: poverty in your district & ways you unknowingly discriminate against the poor – develop a district action plan to combat discriminating practices * Advisory: discuss articles, videos | * ASCD: The Myth of the Culture of Poverty * Hidden Rules of Poverty   <http://homepages.wmich.edu/>  ~ljohnson/Payne.pdf  <http://www.ahaprocess.com/>  store/more/excerpts/workbook\_  Framework.pdf | * View youtube “Living on the Edge: Poverty in America” | * O-gathering and reconnecting * W-What insights, attitude changes, new learning do you have about poverty? What changes will you make as a result of your new knowledge? * C- What actions did your district groups propose to combat attitudes about poverty in your districts? | 603 Bringing About Change 1  605 Meeting Special Needs 1  607 Learner Centered Leadership |
| * Brainstorming for projects * List key words, ideas that intrigue you * Whole group discussion of the role of creativity in projects * Energizer | * Miscellaneous websites, articles, videos – keep a list | * View DeWitt Jones “Creativity” * Use search engines * Explore Thinkfinity, Webquests, etc. | * W-What are some new ways to look at topics, issues or ideas that have been researched before? What do you want to do within your school or classroom that reflects the unique needs of your students? | 523 Practical Research 1  527 Internet for Teachers |
| DAY 3 |  |  |  |  |
| * Strength based teaching/learning * Review your strengths & answer 2 questions on each strength * Advisory: share top 5 strengths,how collective strengths might help you in your school leadership role? | * StrengthFinder by Tom Rath and print out of results | * Wikis * Skype | * O-what did you learn/see during the Gallery Walk of past community projects? * W-How will you use your strengths in the classroom and how will you help students discover their strengths? | 523 Practical Research 1  605 Meeting Special Needs 1  635 Curriculum & Instruction |
| * Advisory group sharing of articles | * ASCD articles | * Technology based energizer! |  | 527 Internet for Teachers |
| * Best practices: in work alike groups, share a best practice you intend to use the opening week of school. What data will you collect to determine how effective it was? |  |  | * C – How can you link what you’ve learned about your strengths with the way you teach and what you’ve learned about best practices? | 603 Bringing About Change 1  635 Curriculum & Instruction |
| DAY 4 |  |  |  |  |
| * Strength based teaching: in advisory groups, share the positive impact someone made on you. * Whole group – broaden discussion to include the impact of values * energizer |  | * Create a wordle of key words used to describe positive impact | * O-Think of someone you know or something that happened to you that is an example of positive attitude in practice- move to advisory group * W- Strengthfinder Sect 2, check actions, create an action plan on how you will utilize your strengths to enhance some aspect of your life | 527 Internet for Teachers  603 Bringing About Change 1  605 Meeting Special Needs 1  635 Curriculum & Instruction  607 Learner Centered Leadership |
| * Whole group – discuss how we prepare students for 21st century living and learning | * Time article: How to Bring Our Schools Out of the 20th Century |  | * W – how can we better use technology in our classrooms and schools? | 527 Internet for Teachers  603 Bringing About Change 1 |
| * Research on projects: examine past projects * Continue with online research * Advisory – share individual articles; choose 1 to share with whole group | * Websites, articles, past projects | * Log into ASCD website – choose an article of interest to share * Post a best website or resource on the wiki | * W- what surprising discovery or best item did your research uncover? Share best resources with others. | 523 Practical Research 1  527 Internet for Teachers |
| * Listen to 3 Letters from Teddy |  | * View DeWitt Jones “What’s Right with Life” | * W-what have you learned about yourself? * Think of someone you need to thank; write that person a letter – send it | 605 Meeting Special Needs 1  607 Learner Centered Leadership |
| DAY 5 |  |  |  |  |
| * Community Values – use affinity process to determine 5 most important values – must reach complete consensus * Assign 1 value to each advisory grp |  | * Using a graphic organizer create a Y chart of what the value LOOKS, FEELS & SOUNDS like. Share with whole group | * O-Look at wordle documents on values and select one value word that is most important to you – explain why | 527 Internet for Teachers  603 Bringing About Change 1  607 Learner Centered Leadership |
| * Quality Schools – read ch 1 and discuss how we can create schools that students will want in their lives | * William Glasser: Quality Schools |  | W- What place do values have in the classroom? Is it possible to create a values free classroom? Is so, then on what basis do you establish rules and protocols for behavior? If values do have a place, then how do you decide whose values? How do we develop consensus in a community? | 603 Bringing About Change 1  635 Curriculum & Instruction  607 Learner Centered Leadership |
| * Advisory groups: develop a rubric that includes the 5 community values – use rubric to evaluate semester readings, activities, technology, etc. * Justify grades, affirm within advisory groups |  | * Complete semester 1 grade sheets; refer to rubric; share with advisory group | * W- update competency forms to reflect new learning, growth, change in attitudes, etc. Email to facilitators for feedback. | 607 Learner Centered Leadership |
| * Close: On a card, note what you want to see covered next semester * Close with FISH |  | * View FISH video | * C-How can you use the FISH philosophy in your school or classroom? Commit to trying one thing before our next meeting. | 603 Bringing About Change 1  607 Learner Centered Leadership |
| SEPTEMBER | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| DAY 1 |  |  |  |  |
| * Advisory: Use techniques for framing questions to discuss initial project ideas and the “so what” impact they might have * Whole group: share ideas, tentative essential question for projects, backward design * Energizer | * The Power of Questions –Falk & Blumenreich * Essential Questions   <http://www.oakcrest.net/news/>  essential.pdf   * Wiggins-Understanding by Design   <http://www.authenticeducation>  .org/bigideas/article.lasso?artId=53 |  | * O-gathering & reconnecting; How did the poverty simulation affect you as school began? | 526 Practical Research 2  502 Current Issues |
| * Project overview: 5 types of research, 4 key elements * Backwards design – where do you want students to end up? What will that look like? What evidence will you need to collect? * What is servant leadership? * What are your school policies regarding technology? Find out. | * Research samples | * Using bibliography & citation sites * APA formatting sites (StyleEase, Dr. Paper) * Searchcredible, Google scholar | * W- what are the next steps you will take in your project? What big questions do you have? What is the “so what” you are looking for? How will you use technology in your project? | 526 Practical Research 2  690 Culminating Demonstration 1  528 Internet for Teachers 2 |
| * Work alike: select ASCD article to read; reflect on it via journal * Pair up – walk/talk about your articles * Regroup – partners share about the other’s article * Share best practice used during opening week of school & results | * ASCD articles | * Post best practice description & results on wiki | * C-what was positive about the opening of the school year for you? | 526 Practical Research 2  502 Current Issues  606 Meeting Special Needs 2 |
| DAY 2 |  |  |  |  |
| * Advisory: review 5 strengths & set a goal for each. Write an affirmation “I will …” statement for each. Then select 1 area to focus on next month. Post where you will see daily. Discuss how you will collect data on the impact your plan has on student learning. * Energizer |  |  | * O-How did creating action plans based on your strengths affect your teaching? * W- Describe how you will address or implement your strength plan next month. How are you going to find out the strengths of your students? | 606 Meeting Special Needs 2 |
| * Advisory: Discuss chapter 1 of Even Eagles. Use a multiple intelligence to present main ideas to the group | * Even Eagles Need a Push (chap 1) |  |  | 502 Current Issues |
| * Whole group: how did you use ideas from the FISH video? * District groups: identify 2 things you will do to build morale with colleagues next month | * Concentration camp reading | * Set up a District group blog and post your morale building ideas. Next month, blog about results as you try things | C- To whom did you write your letter? Did you send it? Receive a reply? | 528 Internet for Teachers 2 |
| OCTOBER | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| DAY 1 |  |  |  |  |
| * Advisory: as a group select 1 ASCD article to report back to group on integrating 3 multiple intelligences and involving the whole group * Energizer | * ASCD articles |  | * O-What’s new? Post values charts | 526 Practical Research 2  690 Culminating Demonstration 1  606 Meeting Special Needs 2 |
| * Work alike: review strength action plans; share what worked & evidence you collected |  |  | * W-How might you use ideas that were shared this morning in your classes? How will you adapt them to your students’ needs? | 690 Culminating Demonstration 1  606 Meeting Special Needs 2 |
| * Research for projects – find something that addresses student use of technology as it might relate to your project * Explore CoolTools4Schools site – try at least 1 new tool | * Articles, blogs, books by Will Richardson, David Berliner, etc. | * Post 2 best sources in bibliography form on the wiki * CoolTools4Schools | * W-what is emerging for your project in terms of integrated technology uses? What do you need to learn about and how will you go about finding necessary help in learning new technologies? | 526 Practical Research 2  690 Culminating Demonstration 1  528 Internet for Teachers 2 |
| * District alike: share what positive actions you took (Fish video). What worked and how do you know? How will you build on what you started? * Share with whole group | * FISH book: Lundin, Paul |  | * C- describe new “FISH” philosophy ideas you can use as they were shared by the whole group | 606 Meeting Special Needs 2 |
| DAY 2 |  |  |  |  |
| * Work alike: share a best practice you used last month and the evidence you collected |  |  | * O- what did you discover about rules & policies on technology in your district? | 606 Meeting Special Needs 2  528 Internet for Teachers 2 |
| * Pair/share – find 3 people not in your advisory group. Walk/discuss Even Eagles ch 2-4. Use your group’s “weakest” multiple intelligence to present to whole group * Energizer | * Even Eagles Need a Push, chapters 2-4 |  |  | 606 Meeting Special Needs 2 |
| * Inside/Outside circle: examine personal & professional role models; what we learn from anti role models |  |  | * W-How have you started to build a foundation for your professional development plan (for certification) stemming from your project and this program? | 690 Culminating Demonstration 1 |
| * Other perspectives: whole group discussion following video |  | * View “In Whose Honor?” | * W-reflect on the pros/cons of this issue, where you stand, where your students & community might stand and how you encourage respectful consideration of all viewpoints | 690 Culminating Demonstration 1 |
| * Guest teacher presenter on classroom technology uses |  | * Try out some of the new technologies | * C-Reflect on messages from Even Eagles on the personal level (not professional) | 526 Practical Research 2  690 Culminating Demonstration 1  502 Current Issues  528 Internet for Teachers 2  606 Meeting Special Needs 2 |
| NOVEMBER | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| DAY 1 |  |  |  |  |
| * Advisory: discuss themes in Entertaining an Elephant; report back in visual/spatial mode * Energizer | * Entertaining an Elephant | * Create a graphic organizer (Gliffy, webspiration) that captures main themes | * O-what’s new? * W-how can you avoid falling into an educational rut? How can you inspire colleagues to move out of ruts? | 528 Internet for Teachers 2  606 Meeting Special Needs 2 |
| * Project work: individually conference with a facilitator on --your purpose and background info gathering   --your essential research question  --your design plan for implementation  --your data collection tools -------Share your bibliography to this point. | * Research readings |  | * W-reflect on your project as it meshes with the professional development plan and the impact you hope to make on students | 526 Practical Research 2  690 Culminating Demonstration 1 |
| * Work alike: share an ASCD article with each person within your group; how did your articles reflect the messages in Did You Know? | * ASCD articles | * View “Did You Know “ latest version prior to discussing articles | * W-make notes on new ideas, important thoughts from discussion * C-select the most important message for you from Entertaining and Elephant | 526 Practical Research 2  690 Culminating Demonstration 1  502 Current Issues  528 Internet for Teachers 2 |
| DAY 2 |  |  |  |  |
| * View Tom Carroll’s 21st Century Education and note changes needed in education via technology * Energizer | * 21st Century Education video | * Learn how to use Skype or other communication tool | * O-share a project aha or concern * W-How might you incorporate some type of new technology into your teaching? What would be the advantage to students? | 502 Current Issues  528 Internet for Teachers 2 |
| * Writing Introductions to the project: * set the stage for the reader * use a quote or citation * state your essential question clearly * relate your project to the needs of your students or school |  |  | * W-introductions | 526 Practical Research 2  502 Current Issues |
| * Advisory: discuss the elements of chapter 5 in Even Eagles * create a visual for a gallery walk of ideas | * Even Eagles Need a Push chapter 5 |  | * W-share some observations on the strengths of your students and how you determined those. How is it impacting your teaching? * C- what are you most thankful for? | 606 Meeting Special Needs 2 |
| DECEMBER | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| DAY 1 |  |  |  |  |
| * Advisory: Even Eagles – process chapter 6 on a new vision. * What are your new visions? * What limits and barriers must be overcome? * Energizer | * Even Eagles Need a Push chapter 6 |  | * O-what’s new * W- Categorize your visions into the 4 categories. Begin to identify short and long term goals for each category. | 690 Culminating Demonstration 1 |
| * Advisory: as a group select an article; read and relate it to Even Eagles and how both are impacting your thinking. | * ASCD articles | * Post your group thinking on the wiki |  | 502 Current Issues  528 Internet for Teachers 2 |
| * Peer Editing – pair up in advisory groups to edit. Have your paper read by at least 2 other people. * Then you read 2 other papers and provide written feedback |  | * Learn to use the comment and edit features in Word | * W-what are your reactions to the peer editing process? How is it helpful? What do you learn in your role as peer editor? | 526 Practical Research 2  528 Internet for Teachers 2 |
| * Ideal school concept: what prevents us from having ideal schools? What barriers do we have the power to surmount? |  |  | * C-what are your reactions to ideal school concepts? | 690 Culminating Demonstration 1 |
| DAY 2 |  |  |  |  |
| * Work alike: what did you try last month (best practices) and how did it turn out? What data did you collect and what did it tell you? * Energizer |  |  | * O-what is the biggest obstacle in your opinion to achieving an ideal school where you teach? | 690 Culminating Demonstration 1 |
| * Work alike: read articles on homework- report back in body kinesthetic intelligence! * Identify the uses, value of homework…what does the research say? | * Kohn: Rethinking Homework; also The Homework Myth   http://www.alfiekohn.org/articles.htm |  | * W-what homework practices do you use? Does your school have policies or practices or expectations? | 502 Current Issues |
| * Projects: compile a complete list of all the sites you have consulted – organize by type (books, websites, interviews, articles, etc.) * Identify 7-8 that are most useful & create short summaries of those 7-8 | * Assorted research materials | * Format bibliography from complete list of sources | * W-summarize 7-8 primary resources in terms of content | 526 Practical Research 2  690 Culminating Demonstration 1 |
| * Advisory groups: use the rubric that includes the 5 community values –to evaluate semester readings, activities, technology, etc. * Justify grades, affirm within advisory groups |  | * Complete semester 2 grade sheets; refer to rubric; share with advisory group | * W- update competency forms at mid point to reflect new learning, growth, change in attitudes, etc. Email to facilitators for feedback. * C-share your favorite Christmas or holiday memory | 690 Culminating Demonstration 1 |
| JANUARY | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| DAY 1 |  |  |  |  |
| * District: Homework practices: as a group identify   (1) school practices  (2)own practices  (3)reaction to article   * Energizer | * Alfie Kohn: Rethinking Homework   http://www.alfiekohn.org/articles.htm |  | * O-what’s new? | 535 Leadership 1 |
| * Advisory: each group will select a different article on grading/ assessment & discuss main ideas. Then jigsaw so 1 person from each group makes up a new group. In new groups, share main ideas of each article * Whole: examine “Tips for Teachers” highlight one from each category to try next month; discuss | * ASCD, Kappan articles on assessment |  | * W-what are the implications for assessment in your classroom? How are you impacted by assessment practices in this program? Which are most effective in motivating you? Which are the most accurate methods of measuring your learning and progress? | 535 Leadership 1  690 Culminating Demonstration 2 |
| * Advisory: split up the final 3 chapters of Even Eagles (7-9); * each 1 teach 1 to share main ideas…share your vision plans within the group | * Even Eagles Need a Push chapters 7-9 |  | * W-update your plan for personal development with any additional ideas or new thinking * C-share an aha from the day | 500 Teaching as a Career  535 Leadership 1 |
| DAY 2 |  |  |  |  |
| * Work alike: read ch 8 of Quality Schools & discuss.   Select a spokes- person to critique Glasser’s thesis that grades are not motivators.   * Return to group and next read “The Case Against Zero” and discuss this mathematical analysis. What would you do in an ideal school? * Whole group: share ideal school ideas | * William Glasser: Quality Schools * Doug Reeves: The Case Against Zero   <http://schools.esu13.org/>  bannercounty/Documents/  caseagainstzero.pdf |  | * O-what’s one thing you’ll do for your personal development this coming year? * W-Who is accountable for learning? Write your thoughts about the learning community’s peer assessment process and grading. Answer this questions: what difference have grades made in my life? What changes might you consider making in your assessment practices? | 500 Teaching as a Career  535 Leadership 1  690 Culminating Demonstration 2 |
| * Advisory: best practice sharing – what practices work best for you in terms of classroom management? |  | Use a tech tool to share your practice – and teach others the use of the tool |  | 535 Leadership 1  529 Internet for teachers 3 |
| * Projects and peer editing: work on literature reviews, using the 8 summary statements.   Add to those content descriptions by explaining why the sources are important to your project/research.   * Peer edit with 2 other people. |  | * Digital camera techniques, digital graphics and sound – embed with text or on web pages or wikis * Photo shop * View Famous quotes DVD | * W- write literature review first draft, and then revise based on feedback from peers * C-share a significant event in your life from the last decade | 529 Internet for Teachers 3 |
| February | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| DAY 1 |  |  |  |  |
| * Whole group: what did you try from Tips for Teachers and how did it work? |  |  | * O- what’s new? | 535 Leadership 1 |
| * Advisory: Discuss ch 1 of The World is Flat. Report back with a technology based visual * Energizer | * Friedman: The World is Flat | * Create a visual of chapter 1 The World Is Flat – use the tools on [www.prezi.com](http://www.prezi.com) | * W- What is it you can do as a classroom teacher in response to what you’ve learned?   What is it our schools need to do?  As teacher leaders, how can we be catalyst for the changes that are needed?  Reference key passages from the chapter. | 500 Teaching as a Career  529 Internet for Teachers 3 |
| * Projects: continue with peer editing of intro and lit review; sketch out implementation section if you are ready |  | * Peer editing | * W-implementation section | 690 Culminating Demo 2 |
| * Ken Robinson clip on [www.ted.com](http://www.ted.com) |  |  |  | 500 Teaching as a Career  535 Leadership 1 |
| DAY 2 |  |  |  |  |
| * Discuss what we collectively know about school law and finance – then identify what it is we want to know * come up with questions you have about school law and finance for next month’s panel | * Miscellaneous school court cases for background reading | * Post questions for panel on wiki |  | 529 Internet for Teachers 3 |
| * Personal development plan – create a 1, 5 and 10 year plan for self, family, friends and new learning experiences.   Identify a leadership role you might take on in your school next year. |  |  | * W-update your plan for personal development with any additional ideas or new thinking.   What leadership can you provide in your district/school? How might you go about offering your leadership skills? | 500 Teaching as a Career |
| * Advisory: draw from a hat the title of an article in the latest ASCD; read & then draw a multiple intelligence from a hat & use to report out to whole group * Energizer | * ASCD articles | Explore technology tools that complement the multiple intelligence design – teaching and learning tools | * W-you’ve used most multiple intelligences several times for reporting out and sharing purposes.   What does this add to your learning?  What types of activities are most difficult for you; which are most comfortable?  From which do you learn the best? | 535 Leadership 1  500 Teaching as a Career  529 Internet for Teachers 3 |
| * Video on Great leaders |  |  | * C-what are the attributes of great leaders? | 500 Teaching as a Career  535 Leadership 1 |
| March | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| DAY 1 |  |  |  |  |
|  |  |  | * O- what’s new? | 535 Leadership 1  690 Culminating Demonstration 2 |
| * Panel on school finance & law: local superintendent, union rep, school board member, principal   Share your prepared questions with the panel | * Budget handouts * Sample school policies |  | * W-what new learning have you acquired about school law and finance? What do you still need to learn about? | 601 Legal & Fiscal Foundations |
| * Group presentation: Flattener #1 |  |  |  | 535 Leadership I |
| * Peer review of literature section and outline of implementation section |  |  | * Orally provide/receive feedback from a peer | 690 Culminating Demonstration 2 |
| * Group presentation: #2 * Energizer |  |  |  | 535 Leadership 1 |
| * Community values: How have we incorporated them in the last few months? What are our strengths as a community? |  |  |  | 535 Leadership 1 |
| Day 2 |  |  |  |  |
| * Presentation flattener #3 |  |  | * W- what patterns are emerging for you as you learn about each of the flatteners? * **Closing:** Where do you see evidence of the flatteners in your personal/ professional lives? | 690 Culminating Demonstration 2 |
| * Random groups; case studies on school law * Research a court case (draw out of a hat). Read; create a summary to share with the whole group – what it was about and what question went to the Supreme Court? * Share summaries one at a time. Pose the question before the court and let the group argue the case and propose a decision. Then reveal the court’s decision. What did this mean for schools? | * Law articles | * Group posting on law on wiki | W-group entry for the wiki – name of case, summary, court’s decision and impact on schools | 601 Legal & Fiscal Foundations |
| * Write a 1st draft of your professional development plan with goals for 15 and 10 years * use DPI PDP form to create a 5 year plan you could submit for relicensure – complete each section , refer to your professional plan   --summary of work environment  --goal and match to teaching standard  --impact on self and on students  --evidence you will collect to measure your growth and your students’ growth  --action plan with timeline |  | * DPI website – PDP form | * O-share something others don’t know about you | 500 Teaching as a Career |
| * Review game: propose solutions to scenarios using content from the class – reference readings, activities etc. to defend solutions |  |  | * C- where do you see evidence of the flatteners in your personal or professional life? | 690 Culminating Demonstration 2 |
| April | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| DAY 1 |  |  |  |  |
| * Graduation: committees, tasks, and other planning |  | * On wiki post grad tasks & committee members | * O-what’s new? |  |
| * District alike: create an ideal professional development budget for your school or district. Identify needs and expenses . |  |  | * W-create a budget plan to take back to your district next month. Update with actual figures and any policies that relate to professional development | 601 Legal & Fiscal Foundations |
| * Re-examine and update personal development plan * Create PDP collage |  | * Photograph your collage and post it on the wiki! | * W- what have you or can you incorporate from Even Eagles and the StrengthFinder into your personal plan? | 500 Teaching as a Career  529 Internet for Teachers 3 |
| * Presentation Flattener #5 * Energizer * Presentation Flattener #5 |  |  |  | 690 Culminating Demonstration 2 |
| Day 2 |  |  |  |  |
| * Presentation Flattener #6 |  |  | * O-share cooperative lessons | 690 Culminating Demonstration 2 |
| * Budget simulation |  | * Create a budget spreadsheet (for school supplies next year) | * W-What have you learned about the complexities of school financing and even your own school’s budget? How do we share pertinent information within our school community? | 601 Legal & Fiscal Foundations |
| * Work alike: read articles on   ASSESSMENT   * Design/share assessment tools to be used in projects – that measure student progress and also teacher effectiveness | * Doug Reeves, Popham, Mike Schmoker, Grant Wiggins, etc. | * Using google docs to create online surveys | * C- share an aha about the flatteners. | 690 Culminating Demonstration 2  535 Leadership 1 |
| * Peer editing – work on papers through the implementation sections. Create a rough outline of the data section – what’s to be collected, the tools you designed to collect the data, etc. |  |  | * C- share your biggest aha about school financing | 601 Legal & Fiscal Foundations |
| May | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| DAY 1 |  |  |  |  |
| * Presentation Flattener #9 * Energizer |  |  | * O-What’s new as the year winds down? | 690 Culminating Demonstration 2 |
| * cooperative learning as a guide; develop a lesson/unit that integrates cooperative practices | * ASCD articles |  | * W-develop a lesson/unit with cooperative practices * C-when do you use cooperative learning to best effect in your teaching design? |  |
| * PDP – align goals with teaching competencies * Embed leadership work within your plan. |  |  | * W- complete the PDP form | 500 Teaching as a Career |
| * Project: work on data.   -- Describe how data was collected  --what tools were used?  -- Lay data out in tables, graphs, charts.  --Then analyze data  --draw conclusions.  --Begin future implications section  --what have you learned from the data and how will it change the way you do things in the future?  --what things will you repeat?  --what things will you change?  --what will you add? |  | * Incorporate graphics of data in paper * Spreadsheet use | * W-data and conclusions sections * C-how are you doing on the project? | 690 Culminating Demonstration 2  529 Internet for Teachers 3 |
| Day 2 |  |  |  |  |
| * Presentation Flattener #10 * Energizer |  |  | * O-how did creating action plans based on your strengths affect your teaching? | 690 Culminating Demonstration 2 |
| * Advisory: read articles; discuss in fish bowl * Whole group: Build lt and they will come – ideal school activity | * ASCD articles: Teachers of 2030; When Teachers Drive Their Learning   <http://www.ascd.org/publications/>  educational-leadership/may10/vol67/  num08/The-Teachers-of-2030.aspx |  | * W- what do you predict your teaching future looks like?   How will you continue your learning?  What has emerged as your leadership role?  What do you have to offer your school and the profession? | 500 Teaching as a Career  535 Leadership 1 |
| * Project work time – peer editing |  |  | * W-finish the body of the paper | 690 Culminating Demonstration 2 |
| * Advisory groups: use the rubric that includes the 5 community values –to evaluate semester readings, activities, technology, etc. * Justify grades, affirm within advisory groups |  | * Complete semester 3 grade sheets; refer to rubric; share with advisory group | * W- update competency forms to reflect new learning, growth, change in attitudes, etc. * Email to facilitators for feedback. | 535 Leadership 1  690 Culminating Demonstration 2 |
| * Graduation planning |  |  | * C- compare where you are now to where you were a year ago when you started this program | 535 Leadership 1 |
| Summer Week 1 | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| * Complete papers: edit, review, rewrite. Polish final section on future implications * Prepare graphs, tables, charts that present data clearly * Complete bibliography and citations * Create DVD/CDs; use video or voice techniques, etc. * Print papers and format |  |  |  | 690 Culminating Demonstration 3  604 Bringing About Change 2 |
| * Explore ways you can contribute to the profession: department learning sessions, conference presentations, journal articles, webpostings, etc. Fold an activity into your leadership role and include that in your professional plan * Complete Profesional & Personal development plans * Align to PI34; complete PDP form, align to teaching standards | Servant leadership  <http://www.greenleaf.org/>  whatissl/BranchesMagazine.pdf  <http://www.sl.edu/music/>  resources/ConceptualFramework.pdf |  |  | 536 Leadership 2  690 Culminating Demonstration 3  604 Bringing About Change 2  608 Learner Centered Leadership  632 Community Relations |
| * Prepare for exam questions * Review journal entries * Review grade sheets, comments, competency form |  |  |  | 690 Culminating Demonstration 3  604 Bringing About Change 2 |
| * Present project to community; critique one another |  |  |  | 536 Leadership 2  690 Culminating Demonstration 3  608 Learner Centered Leadership |
| Summer Week 2 | | | | |
| Best Practices & Building Community | Readings &  Research | Technology  Tools | Reflection  Oral & Written | Course(s) |
| * Advisory groups: use the rubric that includes the 5 community values –to evaluate semester readings, activities, technology, etc. * Justify grades, affirm within advisory groups |  | * Complete semester 4grade sheets; refer to rubric; share with advisory group |  | 536 Leadership 2  690 Culminating Demonstration 3  608 Learner Centered Leadership |
| * FINALIZE competency forms to reflect new learning, growth, change in attitudes, etc. Email to facilitators. |  |  |  |  |
| * Complete exam questions |  |  |  | 690 Culminating Demonstration 3  604 Bringing About Change 2 |
| * Gallery Walk of projects - displays * Oral presentations * Meet with new communities |  |  |  | 536 Leadership 2  690 Culminating Demonstration 3  604 Bringing About Change 2  608 Learner Centered Leadership  632 Community Relations |
| * Graduation |  |  |  |  |